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ABSTRACT

This book of objectives, one of a series designed to provide a competency-based analysis of employment categories in human services, deals with the core competencies necessary for district supervisors. Addressed in the individual sections of the guide are the following skill areas: management skills, administrative duties, personnel relations, self-management, interpersonal skills, community relations, supervision and consultation, and knowledge of job duties. Each section contains a main objective and a series of enabling objectives that are cross-referenced to evaluation criteria and to independence and importance rating scales. The independence scale indicates the degree of supervision that an individual could expect when performing the job task. The scale of importance designates each objective as being either prerequisite (i.e., knowledge or skills that individuals must bring with them to be adequately prepared for the job role), critical (i.e., objectives that are essential to competent performance on the job--areas of skill or knowledge that individuals must possess to develop during their work experience), or enrichment (i.e., objectives that are not essential but add to a comprehensive understanding of the job and more flexible and skillful job performance). Also included in the guide is a discussion of the method used to identify the objectives. (MN)

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JOB ROLES IN HUMAN SERVICES

Job Descriptions

Ministries of Education and Human Resources

CE 040 612

TASK ANALYSIS IN HUMAN SERVICES

A Special Project
Funded by the Ministry of Education
Post-Secondary Department
In Cooperation with
The Ministry of Human Resources

DISTRICT SUPERVISOR

Developed by:

Terry Herdin
Dale Stanley

Program Development and Evaluation
Division of College Resources

Camosun College

March 1982

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INTRODUCTION

This book of objectives is one in a series of eight. The series is the result of a special project funded by the Ministry of Education, Post-Secondary Department, in cooperation with the Ministry of Human Resources.

The intent of the project was to formulate for training and educational purposes a competency-based analysis of employment categories in Human Services.

The Ministries of Education and Human Resources specified seven job categories to be analyzed. The objective of the project was to analyze the seven jobs to identify skills and knowledge necessary for competent performance of the job and to specify the objectives required to perform each of the skills identified. In addition, the job categories were reviewed and a core of knowledge and skills common to each was extracted. This analysis serves the following purposes:

Provide specific information for colleges and universities to use in developing curriculum in Human Services programs.

Appropriately emphasize the depth and scope of the initial training required to enter the occupation.

Develop instruments that will assist supervisors and employees to pinpoint learning needs and develop individualized training plans.

Provide a basis to identify retraining needs for individuals to allow job mobility within the field.

Provide a basis for the development of programming within the Ministry of Human Resources for areas not covered by college and university programs.

Provide the basis for development of a diagnostic test as a challenge mechanism to facilitate upgrading.

Provide information necessary for career pathing.

Provide a basis for the development of screening tests to qualify candidates for competitions.

Provide basic information for the development of data gathering instruments necessary in building skills inventories for manpower planning purposes.

Task Analysis, a form of group process, was used to analyze the job categories. In this process, participants, who are people currently working in the occupation and those working in closely related job roles meet with a coordinator who assists them to identify the skills, knowledge and attitudes. Together they develop a job profile chart. The chart is then translated into objectives by a writer who attends the Task Analysis Session. The objectives are validated by the original participants as well as by a broader range of field personnel not in attendance at the original session. Because it involves people who are active in the occupation, Task Analysis ensures that training and education incorporate the evolution which occurs in the occupation. This process also ensures that the real world of the occupation will be the basis for programming in education and training.

The objectives contained in this book are written in behavioural terms. They specify exactly what the employees must do to achieve or perform the skill. After developing the job profile chart which has been reproduced in this book, the participants at the Task Analysis Session were assisted by the objective writer and the session coordinator to specify the verbs which identify the behaviours required to perform each skill. Following the preparation of the first draft of the objectives, the validation process was implemented.

The first draft of objectives was sent to the original participants of the Task Analysis Session. Based upon their response, a second draft was prepared and distributed for validation to forty personnel working in the Ministry of Human Resources. Two staff were selected from each of the province's twenty regions. The occupations of the forty people were in direct proportion to the jobs represented in the Task Analysis Session. For example, if five social workers were in the Session, twenty social workers participated in the validation. After this broader validation, a third revision was written and distributed to regional managers and executive staff. This book integrates feedback from all validation sources and is the final draft. This is the initial stage of a more comprehensive project designed to articulate the educational and training needs of both the public and private sector with the training provided by the educational institutions in the province.

KRATHWOHL'S TAXONOMY

To translate the job profile chart into behavioural objectives through the use of specific verbs and thus to indicate depth of knowledge, Krathwohl's Taxonomy was selected. It allows both cognitive and physical activities to be inter-mingled in a hierarchy of taxonomical levels. These levels, and examples of verbs used to write objectives describing skills that occur at each level, are as follows:

1. knowledge (e.g. aware of, recognize, identify);
2. comprehension (e.g. explain, describe);

3. application (e.g. construct, draw, navigate);

4. analysis (e.g. discuss, classify);

5. synthesis (e.g. prepare, plan, relate);

6. evaluation (e.g. assess, judge, appraise).

INDEPENDENCE SCALE

The participants at the Task Analysis Session used a scale to indicate the degree of supervision an employee might require to accomplish the skills which were determined to occur at the application level of Krathwohl's Taxonomy.

The purpose of the scale is to identify the degree of supervision that an individual could expect when doing the task. The scale of independence is also a reflection of the degree of training required to accomplish the task.

Can perform this task with quality and with initiative and adaptability to special problem situations.	4
Can perform this task satisfactorily without assistance and/or supervision.	3
Can perform this task satisfactorily but requires periodic supervision and/or assistance.	2
Can perform this task, but not without constant supervision and some assistance.	1

SCALE OF IMPORTANCE

All of the objectives specified within this book have been examined in relationship to the total range of job activities. Each objective was then designated as being prerequisite, critical or enrichment. These terms are defined for the purpose of this book as follows:

Prerequisite

Objectives that represent the existing knowledge or skill which individuals must bring with them to be adequately prepared to enter the job role. These objectives form the basis of the curriculae designed to train students.

Critical

Objectives which are essential to competent performance on the job. These are areas of skill and knowledge which individuals must possess or develop during their work experience. These objectives may have been taught in the educational field or they may be addressed during the orientation and training of new staff.

Enrichment

Objectives which are not essential, but add measurably to a more comprehensive understanding of the job. They also enable the individual to be more skillful and flexible in performance on the job. These areas may become the focus for staff training as they often represent the evolution of the job role.

It is important to note that the level of detail specified by the enabling objectives provide only the most salient features of the main objectives. They are then to be used in establishing a more definitive list of instructional objectives during the subsequent stage of development.

The participants at the District Supervisor Task Analysis Session were:

Ministry of Human Resources Personnel

Ken Bonner
Child Resources Supervisor
Victoria, B. C.

Marilyn Brooks
Social Worker
Vernon, B. C.

Frankie Gibb
Office Manager
Prince George, B. C.

Don Henry
District Supervisor
Surrey, B. C.

David Letchford
Coordinator
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Bill McBeth
Regional Manager
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Norm Sacuto
District Supervisor
Fort St. John, B. C.

Bernie Steininger
Family Support Worker
Vancouver, B. C.

Aldis Wengel
District Supervisor
Vancouver, B. C.

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* * * * * * * * * *

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In addition to the specific skills and knowledge listed in the following sections, The District Supervisor must demonstrate a knowledge of income assistance programs and processess as well as child and family services provided by the Ministry.

It would also be advisable for the District Supervisor to be familiar with the Task Analysis material for those job roles to which supervision is required.

DISTRICT SUPERVISOR
JOB PROFILE CHART

A Management Skills	A.1 Budgeting	A.2 Time Management	A.3 Team Building	A.4 Leadership	A.5 Planning	A.6 Decision-making	A.7 Communications
B Administrative Duties	B.1 Contract for services	B.2 Office Systems	B.3 Reporting	B.4 Implementing new policy			
C Personnel Relations	C.1 Staff Development	C.2 Formal Appraisals	C.3 Staff Selection	C.4 Discipline	C.5 Labour Relations	C.6 Staff Training	
D Management of Self	D.1 Stress management	D.2 Self-assessment	D.3 Personal responsibility	D.4 Ethical practice			
E Interpersonal Skills	E.1 Interviewing skills	E.2 Group skills	E.3 Communications	E.4 Morale building	E.5 Negotiation		
F Community Relations	F.1 Community liaison	F.2 Knowledge of community	F.3 Community organization				
G Supervision and Consultation	G.1 Casework supervision	G.2 Effecting quality service	G.3 Individual support				
H Knowledge	H.1 Ministry and government structure	H.2 Philosophy and goals of organization	H.3 Acts, regulations and policy	H.4 Programs	H.5 Ethnic/cultural groups	H.6 Data processing systems	H.7 Court Procedures
	H.8 Contract responsibilities	H.9 Formal and Informal Power Structures	H.10 Social Work theory and practice				

A. MANAGEMENT SKILLS

1.

SPECIFIC AREA: A. MANAGEMENT SKILLS MAIN OBJECTIVE: 1. Utilize the budgeting process.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Describe the process of designing and presenting a budget.		Critical	
b) Describe an overview of the budgeting process.		Critical	
c) Utilize the budgeting process as it relates to planning.	2	Critical	
d) Monitor and control budget allocations.	2	Critical	

SPECIFIC AREA: A. MANAGEMENT SKILLS MAIN OBJECTIVE: 2. Demonstrate skills needed to manage time.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Utilize various techniques for managing time such as goal setting, the use of time logs, etc.	3	Critical	
b) Identify efficient and inefficient uses of time in the district office.	3	Critical	
c) Determine work flow trends internally and externally.	3	Critical	

SPECIFIC AREA: A. MANAGEMENT SKILLS MAIN OBJECTIVE: 3. Demonstrate skills required for team development and motivation.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Identify the key indicators of an effectively functioning team.		Prerequisite	
b) Identify key indicators of dysfunctional teams.		Prerequisite	
c) Discuss ways of encouraging team participation.		Prerequisite	
d) Use various techniques to encourage team participation.	3	Critical	
e) Identify principles and factors of conducting meetings.		Prerequisite	
f) Chair meetings as required.	3	Prerequisite	
g) Assist district office staff to see themselves as part of the Ministry of Human Resources provincial team and as a public servant.	2	Critical	

SPECIFIC AREA: A. MANAGEMENT SKILLS MAIN OBJECTIVE: 4. Demonstrate the ability to provide effective leadership.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Demonstrate the ability to conceptualize major issues.	2	Prerequisite	
b) Describe traditional and current leadership models.		Prerequisite	
c) Assess one's leadership style and adapt a style appropriate to the situation.	2	Critical	
d) Use principles and methods of delegation.	2	Critical	
e) Use theories and strategies of motivation as a tool in effective leadership.	4	Prerequisite	
f) Identify the skills common to direct service and management functions.		Critical	
g) Describe ways in which the skills used in a direct service can be adapted to management positions.		Prerequisite	
h) Describe potential problems of moving from a direct service to a management position.		Prerequisite	

SPECIFIC AREA: A. MANAGEMENT SKILLS MAIN OBJECTIVE: 4. Demonstrate the ability to provide effective leadership. (continued)			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPEND-ENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
i) Describe ways of dealing with the role shift.		Critical	

SPECIFIC AREA: A. MANAGEMENT SKILLS MAIN OBJECTIVE: 5. Demonstrate skills required for effective planning.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Describe and employ a model for goal setting in the planning process.		Prerequisite	
b) Explain how the goal setting model relates to short and long range planning.		Prerequisite	
c) Summarize current B.C. government planning process and cycles.		Enrichment	
d) Use selected methods to evaluate the outcomes of the planning process.	4	Prerequisite	
e) Use district office staff resources effectively to achieve ministry and district office goals.	4	Critical	
f) Use the planning process to deploy staff, expend budget and assure the effective use of resources.	4	Critical	

SPECIFIC AREA: A. MANAGEMENT SKILLS MAIN OBJECTIVE: 5. Demonstrate skills required for effective planning. (continued)			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
g) Discuss systems theory as it relates to planning.		Prerequisite	
h) Discuss the implications for designing service delivery systems. i.e. specialists vs. generalists.		Prerequisite	

SPECIFIC AREA: A. MANAGEMENT SKILLS MAIN OBJECTIVE: 6. Apply the problem solving process to make decisions.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Employ the steps of the problem solving process.	4	Prerequisite	
b) Describe pit-falls in the decision-making process, e.g. lack of information.		Prerequisite	
c) Discuss the effects of crisis management in decision making.		Prerequisite	
d) Demonstrate flexibility in terms of considering new information and reviewing decisions.		Prerequisite	

SPECIFIC AREA: A. MANAGEMENT SKILLS MAIN OBJECTIVE: 7. Demonstrate skills in communication.			ESTIMATED TRAINING HOURS ---
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Summarize the methods of communicating, e.g. verbal, non-verbal.		Prerequisite	
b) Identify sources of communication breakdown.		Prerequisite	
c) Identify the elements of effective communication.		Prerequisite	
d) Identify the channels of communication that exist within the organization.		Critical	
e) Explain the role of the supervisor as a facilitator in the communication process.		Prerequisite	
f) Model effective communication.	4	Prerequisite	
g) Use strategies to remedy communication breakdown.	4	Prerequisite	

SPECIFIC AREA: A. MANAGEMENT SKILLS MAIN OBJECTIVE: 7. Demonstrate skills in communication. (continued)			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
h) Discuss different roles which the supervisor is required to act in. i.e. middle management and relate these roles to the pattern of communication.		Critical	

B. ADMINISTRATIVE DUTIES

SPECIFIC AREA: B. ADMININSTRATIVE DUTIES MAIN OBJECTIVE: 1. Apply the skills required for contracting for services.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPEND-ENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Demonstrate a general knowledge of the roles and principles involved in contracting.		Prerequisite	
b) Obtain information related to the need for services.	2	Critical	
c) Identify supplier(s) for the service required.	2	Critical	
d) Clarify the role of the district supervisore prior to entering the contract negotiation process.	2	Critical	
e) Implement the contract negotiation process.	2	Critical	
f) Incorporate into the negotiation process information pertaining to such factors as funding, labour relations, etc.	2	Critical	
g) Assign a liaison worker to monitor the contract.	4	Critical	

SPECIFIC AREA: B. ADMINISTRATIVE DUTIES MAIN OBJECTIVE: 2. Use office systems to support service delivery.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	**INDEPENDENCE SCALE**	**SCALE OF IMPORTANCE**	**CRITERIA**
a) Demonstrate a basic knowledge of office systems and information flow			
b) Clarify the roles of the district supervisor and office manager in maintenance of office systems.	3	Critical	
c) Monitor budget control through the use of existing systems or devised systems.	4	Critical	
d) Devise systems for the following; for example:			
i) ensuring that all forms of information storage are up-to-date			
ii) monitoring office accounting			
iii) monitoring quality of service, including that given by telephone			
iv) supply and maintenance of equipment			
v) identifying staffing needs			
vi) provision of a safe working environment			
vii) office security	2	Critical	

SPECIFIC AREA: B. ADMINISTRATIVE DUTIES MAIN OBJECTIVE: 2. Use office systems to support service delivery. (continued)			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
e) Devise a system to ensure that documentation in the following areas meets the required standards: i) court documents ii) ongoing personnel/payroll related documents iii) service related documents iv) B.F. systems v) all correspondence	2	Critical	
f) Demonstrate a basic knowledge of the principles of accounting and computing		Prerequisite	

SPECIFIC AREA: B. ADMINISTRATIVE DUTIES

MAIN OBJECTIVE: 3. Prepare and present reports.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Use writing skills and organizational skills.	4	Prerequisite	
b) Clarify the purpose of the report.	4	Prerequisite	
c) Determine the audience to whom the report is addressed.	4	Prerequisite	
d) Use the correct reporting forms.	4	Critical	
d) Be factual.	4	Prerequisite	

SPECIFIC AREA: B. ADMINISTRATIVE DUTIES MAIN OBJECTIVE: 4. Demonstrate a knowledge of the policy development process in government.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Explain how one's role may impact on policy development.		Enrichment	
b) Summarize the process of policy development.		Enrichment	
c) Differentiate between acts, regulations and policies.		Critical	
d) Demonstrate the ability to explain, implement and monitor new policy.			

C. PERSONNEL RELATIONS

SPECIFIC AREA: C. PERSONNEL RELATIONS MAIN OBJECTIVE: 1. Assist staff to develop themselves on the job.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Assess the current level of job performance.	2	Critical	
b) Establish performance goals and criteria in consultation with staff.	2	Critical	
c) Devise written and verbal feedback mechanisms in consultation with staff.	2	Critical	
d) Utilize enhancement techniques to assist employees to attain agreed upon performance goals e.g. re-setting of goals, providing training.	4	Critical	
e) Describe the relationship of the staff development process to the discipline and appraisal processes.	4	Prerequisite	

SPECIFIC AREA: C. PERSONNEL RELATIONS

MAIN OBJECTIVE: 2. Demonstrate skills required to do formal appraisals.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Identify guides for use in formal appraisals.		Critical	
b) Elicit and evaluate feedback from additional sources.	4	Critical	
c) Determine methods to involve employees in the formal appraisal process.	2	Critical	
d) Describe the formal appraisal process as it relates to the staff development and discipline processes for probationary, permanent and auxiliary employees.		Critical	
e) Use interviewing skills in carrying out the appraisal.	4	Prerequisite	
f) Describe the emotional component of the formal appraisal process.	4	Prerequisite	

SPECIFIC AREA: C. PERSONNEL RELATIONS MAIN OBJECTIVE: 3. Demonstrate the ability to recruit and select staff.				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
a) Identify Ministry procedures for filling staff vacancies and the implications involved.		Critical		
b) Identify the long-term implications of the hiring procedures and the necessity of making sound decisions.		Critical		
c) Relate the procedures and regulations of the Public Service Commission to employee recruitment and selection.		Critical		
d) Given a standard posting, develop selection criteria appropriate to the community needs.		Critical		
e) Develop a set of interview questions and answers.	2	Critical		
f) Distinguish the roles and functions of a selection panel including the union observers.		Critical		
g) Prepare a rating guide.	2	Critical		
h) Discuss common theory as related to staff selection.		Prerequisite		

SPECIFIC AREA: C. PERSONNEL RELATIONS MAIN OBJECTIVE: 4. Discipline staff effectively.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Summarize the role of progressive discipline as a factor of personnel relations as it pertains to appraisal of self and others.		Prerequisite	
b) Employ the steps involved in the discipline process.	2	Critical	
c) Describe the relationship between discipline and the master contract.		Critical	
d) Deal with the implications of the discipline process as it concerns staff and others.	4	Critical	
e) Summarize the role of the district supervisor in the discipline process.		Critical	

SPECIFIC AREA: C. PERSONNEL RELATIONS MAIN OBJECTIVE: 5. Administer the provisions of collective agreements and carry out the role of "designated local supervisor" in labour relations matters.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Discuss the implications for the district supervisor of being a union member while simultaneously representing management at Step One of the grievance procedure.		Critical	
b) List the major categories of the employment relationship usually found in collective agreements e.g. hours of work, grievances, etc.		Prerequisite	
c) Identify collective agreements relevant to the district office.		Critical	
d) Interpret relevant articles of all the collective agreements appropriate to the district office staff.	2	Critical	
e) State the steps involved in the grievance procedure.		Critical	
f) Detail the process at the first step of the grievance procedure.		Critical	

SPECIFIC AREA: C. PERSONNEL RELATIONS MAIN OBJECTIVE: 5. Administer the provisions of collective agreements and carry out the role of "designated local supervisor" in labour relations matters. (continued)			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
g) State the protocol that must be observed in dealing with labour relations matters.		Prerequisite	
h) Describe the role and responsibilities of shop stewards.		Prerequisite	
i) Interpret the responsibility of the district supervisor as the designated local supervisor in the grievance procedure.	2	Critical	
j) Administer collective agreements and assume supervisory responsibility.	2	Critical	

SPECIFIC AREA: C. PERSONNEL RELATIONS

MAIN OBJECTIVE: 6. Demonstrate skills required for staff training.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Describe methods of identifying staff training needs.		Prerequisite	
b) Identify basic principles of adult learning and apply these to employee development.		Prerequisite	
c) Describe the roles of staff training personnel and the supervisor in the training process		Prerequisite	
d) Compare and contrast the purposes of staff training versus education.		Critical	
e) Use various resources in the process of staff orientation. e.g. manuals, tapes, etc.	3	Enrichment	
f) Use staff orientation procedures as an aspect of staff training.	4	Critical	
g) Describe role of supervisor in the training process.		Critical	

SPECIFIC AREA: C. PERSONNEL RELATIONS MAIN OBJECTIVE: 6. Demonstrate skills required for staff training. (continued)			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
h) Support staff in their efforts to acquire further training and education.	4	Critical	

D. MANAGEMENT OF SELF

SPECIFIC AREA: D. MANAGEMENT OF SELF MAIN OBJECTIVE: 1. Demonstrate the ability to manage stress as related to the job role.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Identify the major stresses indigenous to the job.		Prerequisite	
b) Describe how stress manifests in individuals and groups.		Prerequisite	
c) Identify and apply appropriate stress management techniques.	2	Prerequisite	
d) Describe methods of evaluating one's approach to managing stress.		Prerequisite	

SPECIFIC AREA: D. MANAGEMENT OF SELF MAIN OBJECTIVE: 2. Demonstrate the ability to perform a self-assessment.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Describe one's values and attitudes as related to the job.		Prerequisite	
b) Determine one's frustrations and satisfaction related to the job.		Prerequisite	
c) Actively request performance feedback.	4	Critical	
d) Identify personal strengths and weaknesses in relation to the job role.		Prerequisite	
e) Determine one's career and personal goals.		Prerequisite	

SPECIFIC AREA: D. MANAGEMENT OF SELF MAIN OBJECTIVE: 3. Demonstrate personal responsibility.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Describe a means to maintain a sense of personal perspective as related to one's practice and role.		Prerequisite	
b) Describe methods of maintaining a positive attitude.		Prerequisite	
c) Describe a strategy for actualizing one's self in the job role.		Prerequisite	

SPECIFIC AREA: D. MANAGEMENT OF SELF MAIN OBJECTIVE: 4. Demonstrate ethical behaviour.				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
a) Maintain a non-prejudicial attitude.	4	Prerequisite		
b) Show commitment to those with whom one interacts in the job role.	4	Prerequisite		
c) Describe the ethics applicable to the delivery of social services.		Prerequisite		
d) Inform clients, employers and community groups of one's mandated authority.	4	Critical		
e) Identify sources of ethical conflict, e.g. personal ethics versus organizational policies.		Critical		
f) Avoid "conflict of interest" situations.	3	Critical		
g) Develop strategies to cope with ethical conflict.	2	Critical		
h) Maintain confidentiality according to ministry policy.	2	Critical		
cont.				

SPECIFIC AREA: D. MANAGEMENT OF SELF MAIN OBJECTIVE: 4. Demonstrate ethical behaviour. (Continued)				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPEND-ENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
i) Inform client of situations wherein one may be required to disclose information.	4	Critical		
j) Respect the civil and human rights of clients.	3	Critical		
k) Respect the dignity of clients.	3	Critical		
l) Honour commitments to clients/ colleagues.	3	Critical		

E. INTERPERSONAL SKILLS

SPECIFIC AREA: E. INTERPERSONAL SKILLS MAIN OBJECTIVE: 1. Demonstrate interviewing skills.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Demonstrate behaviours such as empathy, active listening, focusing, etc.	4	Prerequisite	
b) Explain the stages of an interview.		Prerequisite	
c) Establish a suitable environment for interviewing.	4	Prerequisite	
d) Clarify the roles of participants in the interview.		Prerequisite	
e) Establish the purpose and objectives of the interview.			

SPECIFIC AREA: E. INTERPERSONAL SKILLS

MAIN OBJECTIVE: 2. Practice effective group skills.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Identify the purpose of the group.		Prerequisite	
b) Identify rules of operation for the group.		Prerequisite	
c) Encourage members to participate.	4	Prerequisite	
d) Describe deviant behaviours of members in a group.		Prerequisite	
e) Effectively deal with individuals who deviate within the group.	4	Prerequisite	
f) Facilitate the interaction of members.	4	Prerequisite	
g) Describe strategies to ensure that all members are included in the functioning of the group.		Prerequisite	
h) Explain the role of hidden agendas in the group process.		Prerequisite	

SPECIFIC AREA: E. INTERPERSONAL SKILLS MAIN OBJECTIVE: 2. Practice effective group skills. (continued)			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
i) Describe how deviant behaviour affects the functioning of a group.		Prerequisite	
j) Describe what constitutes a functional group.		Prerequisite	
k) Participate effectively as a member of a group.	4	Prerequisite	

SPECIFIC AREA: E. INTERPERSONAL SKILLS MAIN OBJECTIVE: 3. Practice effective communication.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Be specific when informing others of expectations.	3	Prerequisite	
b) Be clear and concise in written and verbal communications.	3	Prerequisite	
c) Treat others with respect and dignity.	3	Prerequisite	
d) Use appropriate language.	4	Prerequisite	
e) Describe one's normal communication style and the alternate styles one uses.		Enrichment	
f) Identify potential causes of communication breakdown.		Prerequisite	
g) Assess the effectiveness of how one communicates in a range of situations.	2	Prerequisite	
h) Use a knowledge of non-verbal communication to enhance interpersonal relationships.	4	Prerequisite	
i) Plan and effectively guide a task oriented group.			

SPECIFIC AREA: E. INTERPERSONAL SKILLS

MAIN OBJECTIVE: 4. Demonstrate the ability to build morale.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Recognize symptoms of low morale.		Prerequisite	
b) Devise and implement strategies to enhance morale.	2	Prerequisite	
c) Evaluate strategies used to enhance morale.	2	Prerequisite	
d) Actively solicit feedback regarding one's efforts to enhance morale.		Critical	

SPECIFIC AREA: E. INTERPERSONAL SKILLS MAIN OBJECTIVE: 5. Demonstrate skills required for effective negotiating.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Employ a knowledge of interviewing skills in the negotiating process.	2	Prerequisite	
b) Clarify the roles and responsibilities of participants in the negotiating process.		Prerequisite	
c) Clarify the needs of participants.		Prerequisite	
d) Clarify the issues to be discussed.		Prerequisite	
e) Examine the range of options available.		Prerequisite	
f) Use the problem-solving approach in the negotiating process.	4	Prerequisite	
g) Use constructive time-out for consultation or for re-iteration of the issues.	4	Prerequisite	
h) Describe a range of emotional responses to conflict situations.		Prerequisite	

SPECIFIC AREA: E. INTERPERSONAL SKILLS MAIN OBJECTIVE: 5. Demonstrate skills required for effective negotiating. (continued)			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
i) Discuss how these responses relate to the problem-solving process.		Prerequisite	

F. COMMUNITY RELATIONS

SPECIFIC AREA: F. COMMUNITY RELATIONS

MAIN OBJECTIVE: 1. Demonstrate the ability to maintain an effective community liaison role with groups or individuals.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Represent the Ministry of Human Resources to the community.	4	Critical	
b) Interpret ministerial policy and programs to the community.	2	Critical	
c) Utilize community media effectively and appropriately.	2	Critical	
d) Respond to media requests appropriately.	2	Critical	
e) Demonstrate effective public speaking skills.	4	Prerequisite	
f) Explain the necessity of operating within the mandate.		Critical	
g) Describe situations wherein consultation with others in the ministry may be required.		Critical	
h) Explain effective working relationships with community resources.	3	Prerequisite	

SPECIFIC AREA: F. COMMUNITY RELATIONS MAIN OBJECTIVE: 1. Demonstrate the ability to maintain an effective community liaison role with groups or individuals. (continued)			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
i) Discuss the concept of the liaison role.		Prerequisite	

SPECIFIC AREA: F. COMMUNITY RELATIONS

MAIN OBJECTIVE: 2. Demonstrate the ability to acquire knowledge about a community.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Describe strategies to obtain information related to history, economic situation, composition etc. of a community. e.g. locate existing studies.		Prerequisite	
b) Assess the social impact upon communities of such factors as economic growth, cultural change, etc.	3	Critical	
c) Describe how this knowledge may be used to plan for ministerial services.		Critical	
d) Utilize various existing statistical and descriptive reports.	2	Critical	
e) Apply a basic knowledge of statistics and research design to provide an accurate interpretation of various reports.		Prerequisite	

SPECIFIC AREA: F. COMMUNITY RELATIONS

MAIN OBJECTIVE: 5. Participate in community organization activities as required.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Demonstrate a thorough knowledge of principals and practices of community organization.		Prerequisite	
b) Describe common stages of development of community groups.		Prerequisite	
c) Assist in implementing a community needs analysis.	2	Critical	
d) Participate in planning the delivery of service with other community groups, e.g. municipalities.	2	Critical	
e) Support and advise community groups in their efforts to organize non-profit services.	2	Critical	
f) Assist in identifying funding sources for community projects.	2	Critical	
g) Clarify the role of the ministry in the organization of community based services.	2	Critical	

SPECIFIC AREA: F. COMMUNITY RELATIONS MAIN OBJECTIVE: 3. Participate in community organization activities as required. (Continued)				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
h) Describe Ministry of Human Resources funding sources and the relevant planning requirements for obtaining funds, e.g. community grants, contracted services, etc.		Critical		
i) Assist community organizations to identify their needs and refer them to the appropriate funding source.	2	Critical		

G. SUPERVISION AND CONSULTATION

SPECIFIC AREA: G. SUPERVISION AND CONSULTATION MAIN OBJECTIVE: 1. Demonstrate skills required for casework supervision.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	**INDEPENDENCE SCALE**	**SCALE OF IMPORTANCE**	**CRITERIA**
a) Demonstrate a knowledge of different methods of supervision		Prerequisite	
b) Use as appropriate such methods as indivual, group and peer supervision.	4	Critical	
c) Differentiate between supervision and consultation.		Prerequisite	
d) Identify appropriate sources for consultation.		Prerequisite	
e) Develop evaluation procedures for the supervision process, e.g. performance enhancement.		Critical	
f) Use the fundamentals of effective supervision.	4	Critical	
g) Describe the Ministry's mandate in specific case situations.		Critical	
h) Apply problem solving process to casework supervision.	4	Critical	

SPECIFIC AREA: G. SUPERVISION AND CONSULTATION

MAIN OBJECTIVE: 2. Demonstrate skills required for the provision of quality of service.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Describe the role of a supervisor in determining the quality of service.		Prerequisite	
b) Develop and use methods for monitoring the quality of service being provided.	2	Critical	
c) Identify sources to assist in monitoring, e.g. audit team.		Critical	
d) Interpret and clarify the intent of policy to effect quality service.	2	Critical	

SPECIFIC AREA: G. SUPERVISION AND CONSULTATION

MAIN OBJECTIVE: 3. Provide support to those being supervised.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Utilize interpersonal skills	4	Prerequisite	
b) Demonstrate approachability.	3	Prerequisite	
c) Ensure adequate time to meet individual staff needs.	3	Critical	
d) Clarify the role of supervision as it relates to employee development.		Critical	
e) Describe several styles of supervision and the advantages and disadvantages of each.		Prerequisite	
f) Use the teaching mode where appropriate to provide support.	3	Critical	
g) Use coaching skills and consultation skills appropriately.	3	Critical	
h) Generalize specific case concerns to a broader perspective to aid in planning decision making.		Critical	

SPECIFIC AREA: G. SUPERVISION AND CONSULTATION MAIN OBJECTIVE: 3. Provide support to those being supervised. (continued)			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
i) Model the standards, goals and behaviour expected of staff in their relationships with clients.	4	Prerequisite	

H. KNOWLEDGE

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SPECIFIC AREA: H. KNOWLEDGE MAIN OBJECTIVE: 1. Demonstrate a knowledge of government structure and the Ministry of Human Resources.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Describe in detail the internal structure of the Ministry of Human Resources.		Prerequisite	
b) Explain the relationship between the ministry and other provincial and federal government ministries and agencies.		Critical	
c) Discuss the role of the public servant.		Prerequisite	
d) Identify the programs and services of the ministry upon which federal and provincial government ministries and agencies impact.		Critical	
e) Describe the impact on service delivery of these federal and provincial government ministries and agencies.		Critical	

SPECIFIC AREA: H. KNOWLEDGE MAIN OBJECTIVE: 2. Demonstrate a knowledge of the philosophy and goals of the organization.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Summarize the historical development of the delivery of social services in Canada.		Enrichment	
b) Describe how geographic areas of the province have influenced the delivery of service.		Enrichment	
c) Explain how local needs have brought about current philosophy and goals.		Enrichment	
d) Describe the current philosophy and goals of the organization.		Critical	
e) Describe how the philosophy and goals are reflected in service delivery of the organization.		Critical	
f) Explain how the district supervisor may be able to influence the philosophy and goals of the organization.		Critical	

SPECIFIC AREA: H. KNOWLEDGE MAIN OBJECTIVE: 3. Demonstrate a knowledge of acts, regulations and policies.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Define and distinguish between: i) acts ii) regulations iii) policies		Prerequisite	
b) Summarize the legislation for which the ministry has statuatory responsibility.		Prerequisite	
c) List other legislation relevant to service delivery of the ministry.		Critical	
d) Identify the role of Public Service administration of acts, regulations and policies.		Critical	
e) Explain the role of the district supervisor as related to policy formation.		Critical	

SPECIFIC AREA: H. KNOWLEDGE MAIN OBJECTIVE: 4. Demonstrate a knowledge of the programs of the Ministry of Human Resources.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Summarize the major program areas within the ministry.		Prerequisite	
b) Identify the services provided in each program area.		Prerequisite	
c) Explain the relationship of the programs to their legislated mandate.		Prerequisite	
d) Explain the authority role of the district supervisor in relationship to programs.		Critical	
e) Describe other resources that may be available to the local community.		Critical	

SPECIFIC AREA: H. KNOWLEDGE MAIN OBJECTIVE: 5. Demonstrate a knowledge of cultural and ethnic groups in British Columbia.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Explain the issues and concerns related to the concept of a multi-cultural community.		Prerequisite	
b) Explain the process involved in identifying major ethnic and cultural groups which comprise the service area.		Prerequisite	
c) Explain cultural variables in terms of family patterns, etc.		Prerequisite	
d) Describe how multi-cultural concerns have been considered in the development of policies, programs and services of the ministry.		Enrichment	

SPECIFIC AREA: H. KNOWLEDGE MAIN OBJECTIVE: 6. Demonstrate a basic knowledge of data processing systems.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Describe the data processing systems currently in use in the ministry.		Critical	
b) Explain the impact on the functioning of a district office of using data processing systems, e.g. confidentiality, work patterns, etc.		Critical	
c) Explain the necessity and importance of user input into the data processing systems.		Critical	
d) Describe the application of computers in the social service system of the ministry.		Critical	
e) Demonstrate a basic knowledge of computers, data processing systems and common terms used in communicating with computing personnel.		Prerequisite	

SPECIFIC AREA: H. KNOWLDEGE

MAIN OBJECTIVE: 7. Demonstrate a knowledge of court procedures.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Explain the judicial system as it relates to the ministry's use of the system.		Prerequisite	
b) Explain rules of evidence.		Prerequisite	
c) Specify basic court protocol.		Prerequisite	
d) Explain the importance of documentation and record keeping as evidence.		Prerequisite	
e) Describe the role of legal counsel in relation to the ministry.		Critical	
f) Describe the diversity of the legal roles of the ministry in court process, e.g. GAIN, J.D.A., etc.		Critical	
g) Describe the legal supports available to clients, e.g. Native Court Worker, Legal Aid, etc.		Prerequisite	

SPECIFIC AREA: H. KNOWLEDGE MAIN OBJECTIVE: 8. Demonstrate a knowledge of contract responsibilities.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Describe the role of the district supervisor in service contract negotiation.		Critical	
b) Define the role of the independent contractor as it relates to ministry service contracts.		Critical	
c) Specify legal obligations related to the contract.		Critical	
d) Specify the liaison worker function as it relates to service providers.		Prerequisite	
e) Summarize the contract negotiation process.		Prerequisite	
f) Outline the process for monitoring/evaluating contracted services.		Critical	

SPECIFIC AREA: H. KNOWLEDGE MAIN OBJECTIVE: 9. Demonstrate a knowledge of formal and informal power structures.			ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Define the terms formal and informal power structures. b) State how informal power structures influence policy and the delivery of service both within and outside of organizations. c) Explain the importance of one's recognition of informal power structures.		Prerequisite Prerequisite Prerequisite	

SPECIFIC AREA: H. KNOWLEDGE

MAIN OBJECTIVE: 10. Demonstrate a knowledge of social work theory and practice.

ESTIMATED TRAINING HOURS

ENABLING OBJECTIVES	INDEPENDENCE SCALE	SCALE OF IMPORTANCE	CRITERIA
a) Describe several intervention techniques commonly employed with children, adults and families.		Prerequisite	
b) Describe relevant community organization theory and practice.		Prerequisite	
c) Discuss and define sexual, emotional and physical abuse.		Prerequisite	
d) Explain the meaning of emotional and physical neglect.		Prerequisite	
e) Discuss current rehabilitation and activation theories.		Prerequisite	
f) Explain stages of human growth and development including abnormal development.		Prerequisite	
g) Describe common social work assessment techniques.		Prerequisite	
h) Describe group process and group development.		Prerequisite	

SPECIFIC AREA: H. KNOWLEDGE MAIN OBJECTIVE: 10. Demonstrate a knowledge of social work theory and practice. (Continued)				ESTIMATED TRAINING HOURS
ENABLING OBJECTIVES	INDEPENDENCE SCALE	TRAINING REQUIRED	MATERIALS	CRITERIA
i) Discuss current theories of mental retardation.		Prerequisite		
j) Discuss the necessity and implications of taking children into care.		Prerequisite		
k) Demonstrate a knowledge of child placement; theory - practice.		Prerequisite		
l) Demonstrate a thorough knowledge of family dynamics and various commonly-used therapies.		Prerequisite		
m) Demonstrate a thorough knowledge of income maintenance history, philosophy and current practices.		Prerequisite		